

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas 21st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY
Grant Period:	August 1, 2018 – July 31, 2019			Write NOGA ID
Application deadline:	5:00 p.m. Central Time, May 1, 2018			<small>Place date stamp here.</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 2018 APR 27 PM 1:57 </div>
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
<u>Schedule #1—General Information</u>				
Part 1: Applicant Information				
Organization name		County-District #		Amendment #
Corpus Christi Independent School District		Nueces-178904		
Vendor ID #	ESC Region #		DUNS #	
1746000581	N/A		055123988	
Mailing address		City	State	ZIP Code
801 Leopard Street		Corpus Christi	TX	78403-0010-
Primary Contact				
First name	M.I.	Last name	Title	
Maria	L	Guerra, Ed.D.	Deputy Superintendent	
Telephone #	Email address		FAX #	
361-695-7408	MariaL.Guerra2@ccisd.us		361-844-0232	
Secondary Contact				
First name	M.I.	Last name	Title	
James		Rosebrock, Ed.D.	Chief Academic Officer	
Telephone #	Email address		FAX #	
361-695-7486	James.Rosebrock@ccisd.us		361-844-0232	
Part 2: Certification and Incorporation				

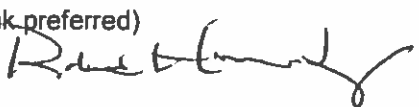
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Roland		Hernandez, Ph.D.	Superintendent of Schools
Telephone #		Email address	FAX #
361-695-7405		Roland.Hernandez@ccisd.us	361-886-9109

Signature (blue-ink preferred)

Date signed



4-24-18

Only the legally responsible party may sign this application.

701-18-111-025

Schedule #1—General Information

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 08/01/2018

End date (MM/DD): 7/31/2018

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment

No program-related attachments are required for this grant

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving at-risk students assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.
10.	The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center. Refer to Program-Specific Assurances #3 on page 20 of the Program Guidelines for detailed operating schedule.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements listed on page 23 of the Program Guidelines, #15.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 178904

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 178904			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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On this date:

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By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
7.	Total direct costs:		\$	\$	\$	\$
8.	Indirect cost (%):		\$	\$	\$	\$
9.	Total costs:		\$	\$	\$	\$

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Corpus Christi is a coastal city in the South Texas region of the U.S. state of Texas. The county seat of Nueces County,⁽¹⁾ it also extends into Aransas, Kleberg, and San Patricio Counties. It is 130 miles southeast of San Antonio. Its political boundaries encompass Nueces Bay and Corpus Christi Bay. Corpus Christi is the county seat for Nueces County.

The city's population was estimated to be 320,434 in 2014, making it the eighth-most populous city in Texas. During the 2016-2017 school year Corpus Christi Independent School District (CCISD) served 38,226 students in 37 elementary schools, 12 middle schools, 8 high schools, and 3 special campuses. The targeted 10 campuses were chosen based on high economic disability, and percentage of students at-risk. Most of these students are not provided a safe environment after school. The 10 target schools reflect the racial makeup of the community—predominately Hispanic. Students live in communities faced with low educational attainments, low scores on state assessments, high crime rates, high substance abuse, high dropout rates, and lack of supervision during non-school hours.

Poverty: The Nueces county and Corpus Christi communities are riveted with pockets of severe poverty—the average median household income is \$ 54,344 (US Census) compared to \$56,565 in the state. Districtwide, 29,148 (77%) of student are eligible for free/reduced price meals. All 10 proposed schools are Title 1 schools, with high rates of poverty ranging from 59% to 99% of students considered economically disadvantaged.

Crime and Delinquency/risky behaviors: The changes of becoming a victim of violent crime is 1 in 34. The overall crime rate in Nueces County is 2,934 per 100,000. During the 2010-2011 school year, 66 students were referred to the Nueces County Juvenile Justice Alternative Education Program. Referrals to the Juvenile Probation Department in the 10-14 age group for drug abuse violations have increased in the state and the county. A survey conducted by Texas A & M University Corpus Christi in 2004 found that 16% of students began their drug and alcohol abuse at age 10 and an additional 29.6% began at age 13. The TEA PEIMS discipline data for 2016-2017 indicates that 3,473 students received out of school suspensions, while 3,989 students received in-school suspensions. Incidents included alcohol violations, conduct punishable as a felony, and controlled substance/drug possession. 33 removals were due to terroristic threats.

Low education and literacy attainment: These high poverty and at-risk youth experience low educational attainment. Students at all proposed schools exhibit poor performance on state assessments in all core subject areas. The number of ELL students is contributing to low academic scores. In a literacy study conducted by Central Connecticut State University, Corpus Christi is ranked 45th in the nation in overall literacy.

The 2016-2017 District graduation rate is 87.8% compared to the state average of 89.1%. The TAPR report also indicates the 9.5% of the class of 2016 dropped out of school.

Center Location	Grades	Enrolled	Students Served	Title 1	%FRL	%ELL
Evans Elementary School	K-5	440	110	Schoolwide	99%	7%
Garcia Elementary School	K-5	700	175	Schoolwide	94%	11%
Houston Elementary School	K-5	502	100	Schoolwide	89%	10%
Schanen Elementary School	K-5	391	100	Schoolwide	70%	4%
Shaw Elementary School	K-5	548	137	Schoolwide	96.1%	23%
Woodlawn Elementary School	K-5	347	100	Schoolwide	74.6%	4.3%
Baker Middle School	6-8	1,010	200	Schoolwide	85%	4%
Browne Middle School	6-8	616	154	Schoolwide	59%	4%
Cunningham Middle School	6-8	555	139	Schoolwide	91.5%	5.6%
Haas Middle School	6-8	365	100	Schoolwide	80%	3%

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	1,051,740	52,587	1,051,740
Schedule #8	Professional and Contracted Services (6200)	6200	91,000	4,550	95,550
Schedule #9	Supplies and Materials (6300)	6300	235,000	11,750	246,750
Schedule #10	Other Operating Costs (6400)	6400	38,000	\$1900	39,900
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,415,740	\$70,787	\$1,433,940
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,415,740	\$70,787	1,433,940

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$0	\$0	\$0
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Administrative Cost Calculation

Enter the total grant amount requested:	\$1,433,940
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$71,697

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 178904			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$78,000
5	Site coordinator (required)	10		\$300,000
6	Family engagement specialist (required)	1		\$35,000
7	Secretary/administrative assistant	1		\$25,000
8	Data entry clerk	1		\$25,000
9	Grant accountant/bookkeeper			
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$453,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay:		\$0
24	6119	Professional staff extra-duty pay: School year 2 teachers @ 1 hour/day 5 days/wk x 30 weeks @ 10 sites @ \$25/hour = \$75,000 Summer: 4 teachers @ 6 hrs/day x 4 days/wk x 6 weeks @ 10 sites @ \$25/hr = \$36,000		\$111,000
25	6121	Support staff extra-duty pay: Mentors: School year 70 mentors x 3 hrs/day x \$11/hr x 5 days/wk x 30 weeks = \$346,500 Summer: 40 mentors x 6 hours x \$11/hr x 5 days x 6 weeks x 10 sites = \$79,200		\$425,700
26	6140	Employee benefits: \$111,000 + \$453,000 = \$564,000 x 11% = \$62,040		\$62,040
27	Subtotal substitute, extra-duty, benefits costs			
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,051,740

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 178904		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Musical Minds	\$28,000
2	Charlotte Murray Educational & Motivational Services (Small and large group counseling, guidance)	\$10,000
3	Communities in Schools (CIS)	\$5,000
4	Big Brothers Big Sister of Coastal Bend	\$15,000
5	Youth Odyssey (Adventure challenge program)	\$11,000
6	Professional development contracted services	\$10,000
7	Project Evaluator	\$12,000
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$91,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$91,000

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$235,000
	General supplies and materials for project director, family engagement specialist, and coordinators @ \$1000 per center x 10 centers (\$10,000)	
	Instructional materials for 10 centers \$5000 x 10= \$50,000	
	Sports Supplies for Middle School Intra-Murals: \$3500 x 4 centers= \$14,000	
	Laptop computers, cart, wireless router (\$10,000 ea x 10 = \$100,000)	
	Nutritional snacks during the afterschool program and summer program \$5000 per site x 10 sites \$ 50,000	
	Supplies for Robotics and STEM activities at 10 sites @ \$2000 per site= \$20,000	
	Maintenance and operations supplies: including gasoline/fuel for transportation, janitorial supplies, building maintenance supplies, and supplies for upkeep of equipment \$1,000	
Grand total:		\$235,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 178904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. Travel expenses for the Project Director and Family Engagement Specialist to attend required annual state conferences, meetings, and trainings: \$2500 each Total \$5,000 Travel expenses for the Project Director and Family Engagement Specialist to attend required annual national conference \$2000 each total \$4,000 Travel for Site Coordinators to attend required trainings and meetings: \$1600 x 10 sites = \$16,000	\$25,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose: Transportation for students from center to contracted agencies for activities.	\$3000
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally. Transportation costs for field trips during summer program.	\$10000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$38,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 178904			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Part 1: Staff Qualifications.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Requires Master's degree in education; experience in management/supervision. Ensures all program development, implementation, and reporting responsibilities are met, serving on the Task Force, developing community partnerships, and managing the overall afterschool program.
2.	Site Coordinator(s)	Preferred Bachelor's degree, Minimum of 60 college hours, reports directly to the campus principal and Project Director. Responsible for planning, implementation, coordination, recruiting and monitoring of the program. Extensive data reporting required including daily attendance, grades, and timesheets for mentors and certified staff.
3.	Family Engagement Specialist	Bachelor degree required. Provides outreach, develops communication plan to engage families, oversee/schedule activities, and conduct periodic surveys in collaboration with the project evaluator. Experience working with at risk youth and families.

Part 2: Milestones and Timeline.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase student achievement in core subject areas by 2% annually.	1. Review state assessment data to identify at-risk learners	August 2018	September 2018, Annually
		2. Recruit teachers/partners to provide remedial work	August 2018	August 2018; annually
		3. Plan/schedule daily	August 2018	July 2019, daily
		4. Collect baseline data on all participating students	September 2018	September 2018
		5. Monitor student growth, progress, and promotion	September 2018	July 2019
2.	Improve student conduct	1. Identify students with social/emotional needs	August 2018	August 2018
		2. Collect baseline student conduct data	August 2018	August 2018
		3. Schedule resiliency/relationship building activities	September 2018	July 2019
		4. Begin offering daily resiliency relationship activities	September 2018	July 2019
		5. Monitor student behavior throughout the program	August 2018	July 2019
3.	Increase parental support and engagement by 5%	1. Identify parents interests through surveys	September 2018	September 2018
		2. Collect historical parent involvement data	September 2018	September 2018
		3. Schedule parent activities	September 2018	September 2019
		4. Begin offering parent activities	October 2018	July 2019
		5. Monitor parent attendance/participation in program	October 2018	July 2019
4.	Continue to emphasize student attendance and persistence to graduation	1. Meet with families to emphasize attendance plan	October 2018	July 2019
		2. Collect baseline student attendance/persistence data	August 2018	November 2018
		3. Plan and schedule creative/recreational activities	August 2018	July 2019
		4. Begin providing daily creative /recreational activities	September 2018	July 2019
		5. Monitor student attendance throughout program	August 2018	July 2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Community needs and resources were evaluated based on the Campus Needs Assessment (CNA) for each proposed campus as well as the data results from the 2016-2017 Texas Academic Performance Report (TAPR) for each proposed site. The results of this evaluation determined which campuses would be included in the proposed grant application. All campus sites proposed demonstrate high areas of need in the following areas: Economic disadvantage, Academic achievement, numbers of ELL students, attendance and high mobility.

The Texas 21st Century Community Learning Centers Grant program will utilize the District's academic program, which is aligned to the Texas Essential Knowledge and Skills (TEKS) to ensure quality instruction. The program will be an integral part of the campus learning communities and will align after school activities with the school day program to ensure that areas of student deficiency are addressed. Existing resources will complement and enhance the proposed programs with partnering of current resources such as State Compensatory Education, Title I, Title IV, Title III, and the U.S. Department of Agriculture's Food and Nutrition Service program which will provide "supper" to all students enrolled in the afterschool program. Another important district resource will be the use of current technological equipment, for example robotics equipment and supplies. The district transportation buses will be utilized to provide transportation for students to activities and events. Our subcontract partners such as Musical Minds will provide enhanced enrichment activities for all students.

How the program will address the needs identified through the assessment/evaluation process: This initiative proposes to address the needs of students and their families for academic enrichment, youth development, and parent education and literacy. Campus needs assessments were completed collaboratively by campus groups which consisted of teachers, parents, principals, and key personnel. Parent surveys hosted online will help to gain input as well. Each center will develop a Logic Model which will thoroughly examine the needs and the data with a plan to address the individual needs of students and their families. State assessment data (STAAR), past AEIS achievement reports, TAPR data analysis, as well as community socioeconomic and demographic data from the most recent U.S. Census (2014) were also examined. The District's Superintendent and Board of Trustees approved the submission of the proposal and supports the project.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

A meeting was held with the Director of Innovative Program and the Director for Every Student Succeed (ESSA) to discuss partnerships and the delivery of proposed program services. This will increase the likelihood that all students participating will succeed. Upon receipt of the grant award, these partners will deliver services addressed by the plan. CCISD meets the priority point criteria for Statutory Requirement 2. CCISD, an LEA receiving funds under Part A of Title 1 for all 10 target schools to be served. We are partnering with a variety of community-based organizations in our community to provide services to carry out activities in the program. Our partnering organizations include:

Partner Name	Type	Partner or subcontractor Y/N	Volunteer	Evaluation	Task Force and Sustainability	Programming/Activity Related	Provide Paid Staffing
Big Brothers Big Sisters	Non-Profit	Y	X	X	X	X	
Youth Odyssey	Non-Profit	Y		X	X	X	X
A Poppin Educational Services	Non-Profit	Y		X	X	X	X
Harbor Playhouse	Community Service Program	Y		X	X	X	
Junior League of Corpus Christi	Non-Profit	N	X	X	X	X	
Alliance for a Healthier Generation	Non-Profit	Y		X	X	X	X
Junior Achievement	Non-Profit	Y		X	X	X	X
Coastal Bend Bays and Estuaries Foundation	Non-Profit	Y		X	X	X	X
Senior Foster Grandparents Program	Non-Profit	Y	X	N	N	X	
Texas A & M University Corpus Christi	University	Y		X	X	X	X
Del Mar College	Community College	N		X	X	X	X

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Resources available for each center: After school and extended learning support programs have long been an integral part of CCISD's educational pain. The receipt of four previous 21st Century Community Learning Center and Texas After School Initiative for Middle School grants has afforded the district with the ability and expertise to create, plan, and coordinate quality after-school programming. The Texas 21st Century Community Learning Centers Grant program will utilize the District's academic program, which is aligned to the Texas Essential Knowledge and Skills (TEKS) to ensure quality instruction. The program will be an integral part of the campus learning communities and will align after school activities with the school day program to ensure that areas of student deficiency are addressed. Existing resources will complement and enhance the proposed programs with partnering of current resources such as State Compensatory Education, Title I, Title IV, Title III, and the U.S. Department of Agriculture's Food and Nutrition Service program which will provide "supper" to all students enrolled in the afterschool program. Another important district resource will be the use of current technological equipment, for example robotics equipment and supplies. The district transportation buses will be utilized to provide transportation for students to activities and events. Our subcontracted partners such as Musical Minds will provide enhanced enrichment activities for all students.

Another need that the grant proposes to address is the difficulty of students transitioning from elementary to middle school. Sixth grade students entering the middle school for the first time feel disconnected and do not have a sense of belonging. One way to alleviate this problem and help these students acclimate to their new campuses is by introducing intramural sports for them. 3-on-3 basketball, 7-on-7 Football, short field soccer and mini track are the four sports that would be introduced to 6th graders, who are not currently allowed to participate in sports due to UIL rules. Suddenly, these students are part of the campus culture and are engaged rather than sitting on the sidelines, waiting for their turn, losing interest in school and becoming distracted by less than savory activities. With the introduction of 6th grade intramural sports, these students become motivated to participate in all aspects of being a middle schooler which will increase their academic performance, attendance and overall success in school. (Objective 1,2, and 4)

The future faced by our students today is filled with opportunities in the fields of innovation and technology which require STEM based instruction and enrichment activities to adequately prepare them for college and careers. Our grant proposal includes school year and summer "camp" learning opportunities with drones, water and land robotics as well as computer coding and design. Engagement in these activities will ignite students with curiosity and motivation to explore and learn about opportunities that are available to them in school and in their future. (Objective 1,2, and 4)

Parent engagement activities, events, speakers, and classes will be planned in order to increase parent involvement, one of our stated goals. Parent interest surveys will be conducted in order to ensure that the activities and events planned for each individual center address the particular needs of each center. (Objective 3)

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Developing Hearts and Minds is the motto of CCISD. The proposed program is built upon layers of research and evidence-based theories to ensure success with the main objective being positive youth development which produces "life-long learners who continue their education, enter the world of work, and become productive citizens" which is the mission of CCISD. Intensive professional development and training for all after school personnel and follow-up throughout the year to help site coordinators and mentors implement and support proposed activities which include tutoring, homework assistance, project-based learning activities, literacy-based reading and writing, robotics, intra-mural sports, and career explorations for both students and parents.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The program includes four intended outcomes:

1. **Increase student achievement in core subject areas by 2% annually:** Activities: This goal will be measured by grades and state assessment scores. Afterschool tutorials and homework assistance will assist students in reaching this goal and increasing their understanding of concepts and curriculum that will reinforce school day curriculum. Students will have opportunities in all core subject areas. For example reading will be integrated through support of the District Accelerated Reader program, robotics and coding will enhance science and math. The introduction of intra-mural sports at the middle school level will increase student motivation.
2. **Improve student conduct:** Behavior will be documented through disciplinary referrals. Behavior improvement will be addressed through a contractor who will provide motivating, inspiring, and guidance for students through small and large group activities. Social/emotional learning will be practiced daily through the mentors who will engage directly with students and provide individual counseling, role-playing, and other activities to provide students with alternatives and choices available to improve conduct. Student conduct will also be improved due to the introduction of intra-mural sports at the middle school level which will engage and motivate students to improve in order to participate.
3. **Increase parental support and engagement by 5%:** This goal will be met by surveying parents and families to determine unique needs and individual preferences for learning, events, and activities which will be planned to involve parents and families in the education of their children. This goal will be measured by completed surveys, and sign-in sheets at parent activities and events.
4. **Continue to emphasize student attendance and persistence to graduation:** School day attendance will be monitored daily for both school day and afterschool program. Grade promotion rates will be monitored each year to determine if participation in the program results in greater promotion rate than non-participants. While our program proposes to serve elementary and middle school students, we will affect graduation rates by ensuring improved academic performance and grade level promotion rates. Also, interaction with high school robotics student volunteers will encourage and motivate students to pursue good grades and attendance in order to be eligible to participate in fun and educational STEM activities. The introduction of intra-mural sports at the middle school level will increase student motivation. Targeted college and career activities will be included as well as speakers and visits to college and university located within the city.

The program will be evaluated quarterly and this will provide data and information which will be used to shape decision-making and program improvement. The evaluation and program development are related and include the following?

1. Data collection which describes the needs and current status of the school through the analysis of STAAR test scores and other outcome data including TAPR and PBMAS reports. Program observations and reports will also be utilized in evaluation and planning.
2. Feedback will be provided to school and program staff so that they have the opportunity to determine the level of program implementation and the impact of the various program activities, including Logic Models.
3. Program revision and additional evaluation activities will be developed as a result of findings. Systematic monitoring, data collection, and provision of feedback in coordination with the Technical Assistance Coach (TAC) is key to the evaluation and the program's managerial system. The program's success will be ensured by maintaining close contact with all stakeholders and sharing information regarding the program implementation. The Project Director will conduct the evaluation with the support of the administrative assistant, data assistant, Family Engagement Specialist, Site Coordinators, and the Office of Accountability and Academics (OAA). The Project Director and Site Coordinators will develop instruments and techniques for determining the effectiveness of the academic sessions, the parent participation, and program implementation. Weekly or bi-weekly meetings will be held with Site Coordinators and staff to provide timely feedback regarding the projects's progress toward meeting goals.

Submission of the progress/activity reports to TEA will occur thirty days after the completion of each term. Fall term as of January 31, 2019, Spring term as of June 30, 2019, Summer term as of September 30, 2019.

Long term: CCISD will be evaluating and analyzing data from STAAR scores, promotion, and numbers of

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

CCISD's Office of Public Information will facilitate both internal (school district) and external (community) dissemination of information about each of our 10 proposed campus sites. A comprehensive communication plan will be developed collaboratively with the Office of Public Information and the CCISD 21st Century Afterschool Taskforce, modeled after our previous communication plan developed for our 2008-2013 and current CCCID 21st Century grant. Information on the location and learning center activities will be communicated to the community via a variety of media outlets including radio, newspaper, social media, and community agencies where families and students frequent in their neighborhoods. Internal communication will occur through parent notices sent home with their children, the district and center school websites and social media such as Facebook and Twitter. The Office of Public Information manages all publicity and communications for the District and is well connected to the community and the media. Also, the CCISD 21st Century Afterschool Task Force will be responsible for gathering community support, developing, and maintaining community partnerships to support and sustain the program beyond state grant funding. All outreach, marketing and communication materials will comply with the Texas ACE branding guidelines. The Office of Public Information staff will use the branding guideline resources such as online webinars and grant Blueprint to aid in compliance.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

CCISD's office of transportation is available to provide bus transportation to students from the center during the school year and summer programs. The District transportation office will also provide transportation for students to any of the contracted agencies and events that are provided by the program. District bus transportation will also be utilized during the summer for grant approved field trips.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CCISD has a screening program for volunteers that will be utilized for the proposed grant. Volunteers must undergo and pass a criminal background check. Any volunteers who work in CCISD at any of it's campuses must undergo and pass this screening, and the 21st Grant is included in this requirement.

Volunteers are encouraged from the Senior Foster Grandparent program, especially during the summer program. These "granny's" are wonderful supplements to our paid staff and are very helpful to our program. The Senior Foster Grandparent program requires criminal and sexual offenders background checks and each volunteer must also have a background on file with the district before being allowed to volunteer to serve our students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts and how the proposed program will coordinate federal, state, and local programs to make the most effective use of public resources to supplement existing programs and services on the campus(es). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The vision of the District is to continue to sustain the afterschool program after the end of the grant period in order to continue to help students improve academic skills and to provide extracurricular activities that will develop their hearts and minds. CCISD has an Afterschool Taskforce Committee which will continue to meet and plan for program sustainability. CCISD is committed to cultivating and maintaining relationships with key community members who will help educate students and offer them real-world experiences. Several community organizations have been involved including HEB, Junior League of Corpus Christi, as well as other partners who believe in the program and are ready and willing to lend a hand in helping the program to succeed. Del Mar College, Texas A & M University Corpus Christi, Coastal Bend Bays and Estuaries, and others are committed to continuing services beyond the life of the grant. Parents will be recruited to be a part of the monitoring and decision-making of the program so that they too have buy-in. As the program grows and flourishes, the community will see the value of this program and not allow it to end.

The goal of the program will be to build sustainability into the core of our spending practices. It will be key to purchase larger items needed for the program early. Our vision includes technology to help students engage in STEAM and STEM activities, and to help with research and homework. We will insure that these purchases include warranties and protection plans and are of sufficient quality to last beyond the grant period. In addition, costumes and musical instruments for exploring the arts are in the plan to purchase as well as kits for robotics, reading materials, and other instructional materials needed to enhance our program. In addition, there are plans for staff training in the areas of safety, supervision, discipline and academics. The District will offer the opportunity for center site staff to collaborate not only on content but specific student and family needs. This will build continuity between the school day and the afterschool program. Once grants funds have ended, we will have adequate materials and equipment to sustain after-school programming, and a community and school staff that understand the program, are trained, and can implement activities that continue to provide family and student achievement and enrichment.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 178904

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Evans Elementary School 1315 Comanche Corpus Christi, Texas		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		XPre-K X K-2 X 3-4 X 5 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	178904110				
	Cost per student	\$ 819				
	"Regular" student target (to be served 45 days or more annually):	110	Parent/legal guardian target (in proportion with student target):		39	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					
	Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
Garcla Elementary School 1945 Gollihar Corpus Christi, Texas		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		XPre-K XK-2 X3-4 X5 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
9-digit campus ID number:		178904115				
Cost per student		\$ 515				
"Regular" student target (to be served 45 days or more annually):		175	Parent/legal guardian target (in proportion with student target):		61	
		Feeder school #1	Feeder school #2	Feeder school #3		
Campus name						
9-digit campus ID number						
Estimated transportation time						
Center 3		Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Houston Elementary School 363 Norton Corpus Christi, Texas		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		XPre-K XK-2 X3-4 X5 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	178904117				
	Cost per student	\$ 715				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		35	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
	Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 178904				Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Schanen Estates Elementary School 5717 Killarney Corpus Christi, Texas		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		XPre-K XK-2 X3-4 X5
	9-digit campus ID number:	178904132			<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student	\$ 901			
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		35
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				
	Center 5	Name and physical address of center site:		The campus is (check all that apply):	
Shaw Elementary School 2920 Soledad Corpus Christi, Texas		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		X Pre-K X K-2 X3-4 X5	
9-digit campus ID number:		178904122			<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
Cost per student		\$657			
"Regular" student target (to be served 45 days or more annually):		137	Parent/legal guardian target (in proportion with student target):		48
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name					
9-digit campus ID number					
Estimated transportation time					
Center 6		Name and physical address of center site:		The campus is (check all that apply):	
	Woodlawn Elementary School 1110 Woodlawn Corpus Christi, Texas		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		XPre-K XK-2 X3-4 X5
	9-digit campus ID number:	178904140			<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student	\$901			
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		35
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
	Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 178904				Amendment # (for amendments only):	
Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Baker Middle School 3445 Pecan Corpus Christi, Texas		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> X 6 <input checked="" type="checkbox"/> X 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	178904041			
	Cost per student	\$450			
	"Regular" student target (to be served 45 days or more annually):	200	Parent/legal guardian target (in proportion with student target):	70	
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
Estimated transportation time					
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Browne Middle School 4301 Schanen Corpus Christi, Texas		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> X 6 <input checked="" type="checkbox"/> X 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	178904043			
	Cost per student	\$585			
	"Regular" student target (to be served 45 days or more annually):	154	Parent/legal guardian target (in proportion with student target):	54	
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				
Estimated transportation time					
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Cunningham Middle School 4321 Prescott Corpus Christi, Texas		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> X 6 <input checked="" type="checkbox"/> X 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	178904046			
	Cost per student	\$648			
	"Regular" student target (to be served 45 days or more annually):	139	Parent/legal guardian target (in proportion with student target):	49	
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name				
	9-digit campus ID number				

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Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID: 178904				Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
	Haas Middle School 6630 McArdle Corpus Christi, Texas		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		Pre-K K-2 3-4 X-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	9-digit campus ID number:	178904048			
	Cost per student	\$721			
	"Regular" student target (to be served 45 days or more annually):	125	Parent/legal guardian target (in proportion with student target):	44	
		Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name:				
	9-digit campus ID number				
	Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Texas ACE 21st Century Community Learner Centers grant program will be administratively directed under the Division for Curriculum and Instruction under the supervision of the Deputy Superintendent and under the supervision of the Chief Academic Officer. The District's Finance Comptroller and staff will be responsible for overall fiscal accounting, ensuring that all state and federal regulations are met. A Project Director will be responsible for ensuring that all principals implement all program components at their campuses. The Project Director will review and approve all expenditure requests, review and approve all major personnel requests, and oversee all phases of the program implementation to ensure that they are in compliance with grant guidelines. The Project Director will manage the grant and be responsible for submitting all required reports, serving on the Afterschool Task Force as a member, assisting in completing and implementing the District Logic Model, developing community partnerships, and managing the overall afterschool program.

Full-time Site Coordinators at each of the 10 campus sites will be responsible for recruiting students that will benefit from participating in the Texas ACE 21st Century Program. Site Coordinators will gather data on students for attendance, discipline, and reporting periods. Site Coordinators will be responsible for ordering materials, arranging special events, securing the assistance of community organizations, planning school-specific parent involvement activities, and collaborating with all entities in planning and carrying out program related activities in addition to preparation of program materials for the targeted students. The Project Director and the Site Coordinators will be responsible for implementing the Logic model for each campus site. The Site Coordinators will report directly to the Project Director and the principal and will be responsible for all activities described in this proposal including planning, implementation, coordination, and monitoring of the program.

A full-time Family Engagement Specialist will be responsible for contacting parents to recruit students and parents to attend the various activities that will be provided for both students and parents. The Family Engagement Specialist will also be responsible for ensuring that services are accessible to parents and children and seeking funds for the program at the end of the funding cycle.

Staff communication: The Project Director will meet quarterly with the representatives from the community agencies providing services, campus administrators, the District Comptroller, the Chief Academic Officer, site coordinators, and Family Engagement Specialist to review current and future plans for the Texas ACE 21st Century Community Learning Centers.

Ongoing Staff training: Program staff will participate in TEA provided training as well as district provided professional development. In addition we have budgeted \$10,000 for additional professional learning and training for staff in mediation (resolving disputes and complaints, training in drug-related issues, identification of practices and effective teaching strategies, and dealing with bullying and gang related issues. The Project Director will coordinate with TEA training and technical assistance to develop a training schedule for project staff. Campus site staff will also participate in staff meetings. For example, the Office of Special Education will provide training to staff on dealing with difficult students, conflict resolution, and managing behavior issues. Staff meetings will include trainings about best practices in afterschool programming, health and nutrition, conflict resolution, and developing collaborative relationships with campus staff to further enhance the program.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178904

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The program will be evaluated quarterly and this will provide data and information which will be used to shape decision-making and program improvement. The evaluation and program development are related and include the following?

1. Data collection which describes the needs and current status of the school through the analysis of STAAR test scores and other outcome data including TAPR and PBMAS reports. Program observations and reports will also be utilized in evaluation and planning.
2. Feedback will be provided to school and program staff so that they have the opportunity to determine the level of program implementation and the impact of the various program activities, including Logic Models.
3. Program revision and additional evaluation activities will be developed as a result of findings. Systematic monitoring, data collection, and provision of feedback in coordination with the Technical Assistance Coach (TAC) is key to the evaluation and the program's managerial system. The program's success will be ensured by maintaining close contact with all stakeholders and sharing information regarding the program implementation. The Project Director will conduct the evaluation with the support of the administrative assistant, data assistant, Family Engagement Specialist, Site Coordinators, and the Office of Accountability and Academics (OAA). The Project Director and Site Coordinators will develop instruments and techniques for determining the effectiveness of the academic sessions, the parent participation, and program implementation. Weekly or bi-weekly meetings will be held with Site Coordinators and staff to provide timely feedback regarding the projects' progress toward meeting goals.

Submission of the progress/activity reports to TEA will occur thirty days after the completion of each term. Fall term as of January 31, 2019, Spring term as of June 30, 2019, Summer term as of September 30, 2019.

Long term: CCISD will be evaluating and analyzing data from STAAR scores, promotion, and numbers of disciplinary referrals, pass/fail grades and involvement in program activities following the implementation of the program. The District will comply with any evaluation requirements and that may be established by TEA.

The Project Director will ensure that the grant guidelines are followed and on-site visitations will be conducted every other week to evaluate the program. Regular site visits will determine if a site is experiencing success and evaluate the number of participants. Documentation showing weekly schedules, daily schedules with personnel, activities, activity and lesson plan forms and walk-through forms will be turned in on a weekly basis. The Logic Model for each center will be reviewed and monitored periodically. Forms will be used for students requiring homework help or specified tutorials in a subject area to help coordinate the school day program with the afterschool program and ensure continuation of services to the student. Parenting classes, activities, and events at each center will be available for parents and family members of students participating in the program. Outside agencies will be a major component for the success of the afterschool program. Enrichment activities (STEM and STEAM) will be a major component that will be targeted using laptop computers, robotics, board games, recreational games and activities and Accelerated Reader to enhance student success.

How the program will address the needs identified through the assessment/evaluation process: This initiative proposes to address the needs of students and their families for academic enrichment, youth development, and parent education and literacy. Campus needs assessments were completed collaboratively by campus groups which consisted of teachers, parents, principals, and key personnel. Parent surveys hosted online will help to gain input as well. Each center will develop a Logic Model which will thoroughly examine the needs and the data with a plan to address the individual needs of students and their families. State assessment data (STAAR), past AEIS achievement reports, TAPR data analysis, as well as community socioeconomic and demographic data from the most recent U.S. Census (2014) were also examined. The District's Superintendent and Board of Trustees approved the submission of the proposal and supports the project.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 178904		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer “flexible” opportunities for parent involvement including home learning activities and other activities that don’t require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members’ diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally “hard to reach” parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 178904

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the Applying for a Grant page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 18

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☒ Certified letter☐ Documented phone calls☒ Meetings☐ Fax☒ Email☐ Other method (specify):**Total Eligible Nonprofit Students within Boundary**

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none):

Check box only if there is no data available to determine the number of eligible students: ☐**Total Nonprofit Participants**Total nonprofit schools participating:
TBDTotal nonprofit students participating:
TBDTotal nonprofit teachers participating:
TBDNo nonprofit schools participating: ☐No nonprofit students participating: ☐No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☒ Certified letter☐ Documented phone calls☒ Meetings☐ Fax☒ Email☐ Other (specify):**Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)**☒ How children's needs will be identified☒ What services will be offered☒ How, where, and by whom the services will be provided☒ How the services will be academically assessed, and how the results of that assessment will be used to improve those services☒ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services☒ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools☒ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers☒ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor☐ Other (specify):**For TEA Use Only**

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery**Designated Places/Sites**☐ Public school☒ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☒ After school day☒ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	# of students:		High need in terms of economic disadvantaged and ELL	After School Academic support	
2	# of students:		High need in terms of economic disadvantaged and ELL	After School Academic support	
3	# of students:		High need in terms of economic disadvantaged and ELL	After School Academic support	
4	# of students:		High need in terms of economic disadvantaged and ELL	After School Academic support	
5	# of students:	# of teachers:	High need in terms of economic disadvantaged and ELL	After School Academic support	

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☒ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 178904

Amendment number (for amendments only):

Part 1: Private Nonprofit School (PNP) Contacts. This part is required regardless of whether any PNP schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of PNP school association contacts posted on the Applying for a Grant page.

Enter total number of PNP *schools* within applicant's boundary (enter "0" if none): 18Enter total number of *eligible* PNP *students* within applicant's boundary (enter "0" if none): TBDCheck box only if there is no data available to determine the number of eligible students: ☒

Total PNP schools participating: TBD

Total PNP students participating: TBD

Total PNP teachers participating: TBD

No PNP schools participating: ☐No PNP students participating: ☐No PNP teachers participating: ☐**Part 2: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☒ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ During school☐ Before school☒ After school☒ Summer break☐ Other (specify):**Part 3: Selection Criteria/Activity Timeline**

#	PNP School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date

Part 4: Differences in Program Benefits Provided to Public and Private Nonprofit Schools

Select the one appropriate box below.

☒ There are no differences between the program benefits provided to the public school students and the private nonprofit school students.

☐ There are differences in program benefits to be provided to the public school students and the private nonprofit school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	

Part 5: Every Student Succeeds Act (ESSA) Assurances

☒ The LEA assures that it discussed all consultation requirements as listed in Section. 1117(b)(1) and/or Section. 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.

☒ The LEA assures the appropriate Affirmations of Consultation will be provided to the TEA Private Nonprofit Schools Ombudsman in the manner and timeline requested.

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